



**2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**ESEA, as amended by P.L. 114-95, ESSA Title II, Part A**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701-1494

Application stamp-in date and time

Grant period from

**January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

Attachment 1: *Leverage Leadership Readiness Assessment*

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds)

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS   
Address  City  ZIP  Phone   
Primary Contact  Email  Phone   
Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name

Title

Email

Phone

Signature

Date

Grant Writer Name

Signature

Date

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee.

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**701-18-105-030**

RFA # **701-18-105** SAS # **276-19**

**2019-2020 Principal Preparation Grant Program, Cycle 2**

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**Shared Services Arrangements**

**X** SSAs are **not permitted** for this grant.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Hallettsville Elementary has had 5 principals in the past 7 years. The campus earned a Met Standard overall on the 2018 STAAR. However, in the Closing the Gaps Domain, the campus scored 54 out of 100 with an Improvement Required rating.	Utilize principal resident to provide additional instructional coaching for teachers in need of assistance. Involve principal resident in developing interim assessments and working with flexible small groups to provide targeted instruction and support. Develop strong stable leadership in principal resident to provide more continuity for students and staff members.
Inconsistencies among campus leaders at HES has deterred student progress. According to the Accountability Domain III: Closing the Gaps Data Report, Additional Targeted Support is needed for the African-American and White populations.	Involving a principal resident in the process of analyzing student scores and developing instructional supports will increase the focus and longitudinal growth of HES students. Instructional leaders will meet with students individually following checkpoint and benchmark tests to track progress and to identify areas of need for further interventions.
T-TESS and previously PDAS evaluations have varied widely among campus principals. Based on T-TESS Observations and Walk-through data as well as interactions during alignment meetings, teachers need to align curriculum and instruction.	Involvement of a principal resident with campus principals will ensure the integrity and effective long term implementation of T-TESS. The campus leadership team will meet periodically with the curriculum director and grade level/department teachers, response to intervention teachers, and special services teachers to identify data trends and devise plans to close gaps.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By June of 2020, the principal resident identified to collaborate with and learn from the campus principal and assistant principal will have an opportunity to work with different populations of students at Hallettsville Elementary School who will ultimately demonstrate growth and meet targets on the Closing the Gaps Data Tables and earn Met Standard Rating for this domain.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

By June of 2019, the principal resident identified for the grow your own principal grant program will complete at least 15 hours of coursework towards a Master's in Educational Administration with a focus on obtaining principal as instructional leader certification. Under the leadership of the principal resident, assistant principal, and the campus principal, the students at Hallettsville Elementary will complete at least three rounds of flexible grouping with teachers using intervention strategies to help them demonstrate growth on periodic checkpoint assessments, TEA interim assessments, and on STAAR Reading and Math state assessments.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

By December 2019, the principal resident participating in the grow your own principal grant project will complete 30 hours of coursework in the Masters of Education program with the District's Education Preparation Program partner. The principal resident will have had an opportunity to participate in math and reading curriculum alignment meetings with the district curriculum director, campus administrators, and teachers on all grade levels. The principal resident will review state accountability data, beginning of the year assessment data as well as checkpoint assessment data and work closely with the principal and assistant principal in forming flexible groups of students for intervention classes focused on areas of need.

**Third-Quarter Benchmark**

By June 2020, the principal resident will complete the internship requirement for the Grow Your Own Principal program. The principal resident will take the required principal certification tests, and will be fully certified and prepared to begin the 2020-2021 school year as a campus administrator.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

At the end of each quarter, the principal resident will meet with the campus principal and assistant principal to review coursework completed as well as student data and determine progress toward summative and benchmark goals.

Campus administrators will also discuss their observations of the principal resident's performance and give the principal resident an opportunity to reflect on instructional leadership, student achievement, and student growth experiences.

If the principal resident is on track to complete coursework and demonstrating effectiveness in helping to close the achievement gap, then the project will continue as planned. However, if the principal resident is not able to complete coursework as planned, then the administrative team will review and revise SMART goals to make them more achievable.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.
- ☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.
- ☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.
- ☒ The applicant assures that residents do not have significant classroom responsibilities.
- ☒ The applicant assures that residents do not hold a principal certification in the state of Texas.
- ☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.
- ☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.
- ☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- ☒ The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.
- ☒ The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to [brenda.garcia@tea.texas.gov](mailto:brenda.garcia@tea.texas.gov) for approval.
- ☒ The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.



**Statutory/Program Requirements**

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria, including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

The LEA will post the principal resident position on the district website as well as the district Facebook and Twitter accounts and invite qualified teachers to submit applications for the Principal Preparation Program. The district curriculum director will also make teachers aware of this continuing education opportunity at alignment meetings held in the fall of 2018. Educators being considered for the principal resident position must have at least 3 years of successful classroom teaching experience.

Existing campus and district administrators will be asked to refer candidates for the principal resident position based on student success, professionalism, and potential for success in a Principal Educator Preparation Program (EPP) as described below.

Beginning of the year assessment data, mid-year assessment data, and end-of-the year data illustrates student growth and progress in the classes of principal resident candidates.

At a minimum, a principal resident candidate must have a proficient rating in all domains on T-TESS with preference given to those that earn accomplished and distinguished ratings.

Candidates that have volunteered to serve on campus committees and assumed campus leadership roles will be given more consideration.

Principal resident candidates must be open to constructive criticism and follow-through with feedback from supervising principals on suggestions for improvement.

In collaboration with district and campus administrators, principal resident candidates being considered for the grow your own principal program should be forward thinking and proactive in addressing concerns that have arisen as a result of comprehensive needs assessments at the campus and district level. Preferred candidates should be well-respected by staff members and approachable and be generally viewed as campus helpers and problem-solvers.

Educators who are most likely to complete the requirements of the grow your own principal program have taken the initiative to continue their education in the form of attendance at training sessions and conferences related to assigned areas as well as continuing education through earning additional certification and course credits. Top candidates should clearly possess a growth mindset and be life-long learners.

The selection committee will review the district and campus demographics to determine how closely the candidates being considered as principal residents reflect the student population of the campus and the district.

In selecting the principal resident, the committee will assess the candidate's ability for success in an EPP based on GPA in higher education institutions as well as performance on college entrance exams such as ACT, SAT, and GRE and ability to obtain initial and subsequent SBEC certifications.

Candidates will also be rated on the items listed above by multiple raters including campus principals and district administrators familiar with the candidate's performance and probability for success.

Final selection will include a formal interview of finalists by a committee of campus and district administrators and a representative of the Educator Preparation Program who will determine if the candidate is likely to successfully complete the program requirements, possesses a growth mindset, and is a strong potential hire for the school district.

**Statutory/Program Requirements**

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The principal resident selected for the grow your own principal program at Hallettsville Elementary School will work under the supervision of the campus principal and assistant principal. Each six-week period of the school year, the resident will meet with a campus administrator, the curriculum director, and grade level and department teachers to review beginning of the year, middle of the year, and end of the year assessment data as well as check point assessment data, and TEA interim assessment data to determine areas needing intervention and additional instructional support.

The principal resident will work collaboratively with reading, math, social studies, and science teachers to develop check point assessments aligned with course curriculum and instruction to monitor how students are progressing throughout the year in learning grade level standards.

The campus principal, assistant principal, and principal resident will work together to conduct the campus comprehensive needs assessment considering performance on the STAAR reading and math as well as parent, student, and staff member surveys to develop campus goals and action steps to address areas of need and concern.

The principal resident will have an opportunity to address and resolve a significant problem or challenge in the school that influence practice and student learning. For example, the district has had relatively low science scores on the 5th grade STAAR during the past seven years. The principal resident can work with the campus administrators to develop strategies for building science skills in elementary students to better prepare students that move on to the 5th grade level at the junior high campus.

The campus administrators and principal resident will review T-TESS data and teacher performance in relation to check point data and interim assessments. In the areas where students are not performing as expected and teachers who are not quite proficient in the T-TESS domains, the principal resident will have an opportunity to work with teachers to refine their teaching skills in an attempt to improve student performance.

The LEA plans to implement residency that includes associated skill requirements on the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; and Strategic Problem Solving.

The principal resident selected for the grow your own principal program will also have an opportunity to be a part of the Region 3 Teacher Leader Academy and network with other aspiring principals from neighboring districts. In addition to periodic meetings throughout the school year, the principal resident will be able to attend the Texas Association of School Administrators Administrative Leadership Institute in College Station with other aspiring principals and attend the Texas Elementary Principals and Supervisors Association Summer Conference with the Hallettsville Elementary Campus Principal and Assistant Principal.

Hallettsville ISD conducts strategic planning every three years to update district goals and priorities. The principal resident selected for the grow your own principal program will have an opportunity to work with other campus administrators, teachers, parents, students, community members and business partners to review and develop strategic goals for the next three to five years. Having the opportunity to work with campus and community representatives will enhance the principal resident's ability to better understand community values and beliefs and facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

**Statutory/Program Requirements**

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☒ Not Applicable

**Statutory/Program Requirements (Cont.)**

4. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

Currently, Haltettsville Elementary utilizes beginning of the year assessments and six-week check point assessments developed by the curriculum director and grade level teachers that are aligned with the State of Texas Assessments of Academic Readiness (STAAR). The curriculum director schedules alignment meetings each six weeks with the grade level teachers and campus principal and maintains an implementation calendar that allows time for analyzing student data, planning interventions and discussing methods of reteaching. The district is using Advancement Via Individual Determination (AVID) strategies to increase the rigor of lesson activities. Teachers are required to state their essential question in their lesson plans as well as at the beginning of their lessons. Higher level questioning strategies and collaboration are expected for all lessons and noted on T-TESS observation notes and walk-through forms. Each campus in the district conducts a comprehensive needs assessment during the spring of each year and analyzes STAAR data as well as T-TESS data, and survey data from parents, staff members and students to develop campus improvement plans. Scheduled alignment meetings provide opportunities for teachers to collaborate, share ideas, and grow professionally. Teachers also have an opportunity to discuss concerns, resources, training opportunities as well as ideas learned from professional development experiences. During alignment meetings, campus instructional leaders and teachers flexibly group students and develop action plans to address students' needs. The curriculum director, instructional leaders, and teachers can share best practices, exemplar student work including writing samples, and effective teaching strategies. The campus principal, assistant principal, and teacher leaders observe the implementation of Response To Intervention (RTI) strategies during the RTI period to determine the effectiveness of interventions. The instructional teams are also utilizing check point data and interim assessment data to predict performance on the spring STAAR. Curriculum and instruction are adjusted in accordance with data trends.

5. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

Haltettsville Elementary uses the Texas Teacher Evaluation and Support System (T-TESS) for monitoring and growing teachers. The assistant principal is the designated math specialist on the campus whereas the principal has had extensive experience in early literacy, phonemic awareness, and targeted reading instruction. At the beginning of the year, campus administrators schedule goal setting sessions with classroom teachers to collaboratively develop student performance goals and professional goals. Administrators conduct regular walk-throughs in classrooms to document student and teacher performance and schedule formal observations to determine the level of teacher proficiency. Campus principals will conduct a minimum of two walkthroughs in the fall semester and two walkthroughs in the spring as well as a formal 45 minute observation. Prior to a formal observation, the supervising principal will conduct a pre-conference with a teacher to discuss lesson goals and strategies as well as how they are aligning their lesson activities with state content standards, students' prior knowledge, and skill levels according to the most recent assessments. During the formal observation, principals evaluate a teacher's content knowledge and expertise, communication skills, and methods for differentiation of instruction as well as how the teacher monitors and adjusts in response to student engagement and performance. Following a formal observation, principals schedule post-conferences where they discuss areas of refinement as well as areas of reinforcement. While teachers have an opportunity to discuss their reflections during post conferences, principals can also affirm effective teaching strategies, ask clarifying questions, share feedback, and offer instructional resources or support. All goal setting and observation data is recorded in the Eduphoria Strive system. Teachers also input their checkpoint data into a shared document in preparation for alignment meetings. During administrator meetings and curriculum alignment meetings, participants will discuss high leverage issues and trends and identify topics for grade-level/ whole school professional development.



**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group  Barrier

Group  Barrier

Group  Barrier

Group  Barrier

**PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

**5A: Assurances**

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

**Request for Grant Funds**Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program Matched amount (number of principal residents participating in program x \$15,000) 

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Salary and benefits for teacher leader/grow your own principal resident	\$54,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>


**SUPPLIES AND MATERIALS (6300)**

Books and other required materials/software for masters program	\$1,000
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**OTHER OPERATING COSTS (6400)**

Registration/travel to TEA events, TEPSA Summer Conference, & Grow Leadership Conference	\$6,000
Tuition for Educator Preparation Program	\$8,000
Stipends for campus principal and assistant principal serving as mentors for principal resident	\$1,000

Total Direct Costs Indirect Costs TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

<b>Leading Data Driven Culture:</b> <i>How would you describe your team's...</i>		
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?	3	
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?	3	
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?	2	
d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?	3	
e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?	3	
f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?	3	
g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?	2	
h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?	1	
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?	1	
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?	2	

<b>Leading Observation Feedback</b> <i>How would you describe your team's...</i> *		<div>           0 - Lacking            1 - Attempting            2 - Foundational            3 - Proficient            4 - Exemplary         </div>
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?		3
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?		2
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?		2
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?		3
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?		3
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?		2
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?		3
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?		3
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?		4
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?		2